LIPPINCOTT'S HORN-ASHBAUGH SPELLING BOOK

PART THREE

GRADES VII TO IX

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LIPPINCOTT'S

HORN-ASHBAUGH SPELLER

FOR GRADES ONE TO NINE

BY

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PART THREE

GRADES VII, VIII AND IX

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I–IX EDITION

NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I.	150	
" II.	340	
" III.	528	80
" IV.	620	80
" V.	620	40
" VI.	640	80
" VII.	600	60
" VIII.	500	240
" IX.	340	20
Total	4,338	600

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PREFACE

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. Under general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. The authors therefore present this book to the pupils and teachers of the United States as a contribution to the solution of the problem of developing a nation of good spellers.

The Authors.

December, 1920.

LIPPINCOTT'S HORN–ASHBAUGH SPELLER

GENERAL DIRECTIONS TO TEACHERS

How the Teaching of Spelling May be Improved.—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method.

The Vocabulary.—To solve the first problem one must insure that the pupils will study all words they are likely to use in life outside the school. One must also insure that the pupils' time will not be wasted through their being required to learn words which they will never use. This problem has been solved for you by the authors of the text. The vocabulary of these lessons is taken from a compilation which Dr. Horn has made of 11 investigations of the words most commonly used in writing letters, and from a study of the words used in keeping minutes. These investigations represent the careful analysis of nearly a million running words. If you will analyze one letter, you will see what a very great amount of work these investigations have required. It seems very unlikely that any word commonly and frequently used should have been overlooked in all of these investigations.

These studies contain all of the information which is available at the present time concerning what words are likely to be used in adult writing. Accordingly, there is no word in this speller which has not been reported in one or more of these investigations. In addition, this vocabulary has been carefully

compared with all of the other types of reading and writing vocabularies.

Among these are the studies of children's themes, such as those by Jones, by the teachers of New Orleans, Kansas City, and Richmond, Virginia; the compilation of reading vocabularies by Thorndike, aggregating over 3,000,000 running words; and with Dr. Horn's compilation of studies of the spoken vocabulary of children, aggregating nearly 200,000 running words. No word has been taken from these studies which did not occur in the investigations of the vocabulary of personal and business letters. On the other hand, these studies showed quite clearly that the words found as the result of the analysis of nearly a million running words of correspondence and minutes are really basic in any writing vocabulary.

If you will examine the book, you will see that most of the lessons are numbered with arabic numerals. These lessons contain the words found to be used most frequently. You will notice, also, that beginning with grade three there are in each grade supplementary lessons, marked S-1, S-2, etc. These lessons include additional words which are somewhat less frequently used. The supplementary lessons are distributed by grades, so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of the year. However, before undertaking these supplementary lessons, the teacher should make sure that her pupils have learned thoroughly the minimum list which contains the important words.

Plan of Review.—The provision for the complete elimination of spelling errors is particularly efficient and thoroughgoing. Not only are those words which most commonly give difficulty arranged for, but the method of testing insures that each pupil will eliminate his own peculiar errors. No pains have been spared to obtain this thoroughness without wasting the pupils' time in mere routine review.

During the week in which each lesson is taught for the first time, each pupil is tested three times on every word in the lesson.

He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil re-learned by him. At the end of the week this lesson is again given as a test.

In addition, at the beginning of each grade above the first, the words which have been previously taught, but which according to Doctor Ashbaugh's investigation still give difficulty, are thoroughly reviewed. Finally, in the seventh grade, the words which are most frequently missed by grammar grade pupils are given additional review.

It must be kept in mind that these reviews are not haphazard, nor are they a matter of guesswork. Each review list is made up on the basis of the most careful scientific study of persistent errors.

Grading.—The lessons in each grade are those which the pupils in that grade may most profitably study. The words have been graded in the following manner: On the basis of Doctor Horn's compilation of correspondence vocabularies, all of the words now contained in both minimal and supplementary lists were ranked according to the frequency of occurrence in these studies. On the basis of Doctor Ashbaugh's study of the difficulty of these words in the various grades, the words were arranged in order of ease of spelling. With these two sources of data, the lessons are arranged so that in general the easiest words and those most commonly and frequently used are placed in the lower grades. In addition, on the basis of scientific analysis of the vocabulary of first, second, and third readers, the authors determined which words occurred most often in these readers. The words included in the lessons for the first three grades are not only easy and fairly common, but are found also in popular readers of the grades in which they are placed. For example, the word "and" was found 27,248 times in the various investigations upon which the book is based; and it is misspelled by but four second grade children out of a hundred. It also occurs in every one of ten commonly used first readers. Since it is one of the very commonest words, is easy to spell, and is found in all

first readers, it is placed in the first list in the book. In a similar way every lesson in the first three grades has been a matter of computation. The lessons in grades above the third have been made in the same careful fashion, except that occurrences in readers were not taken into consideration. It is clear that the lessons increase gradually in difficulty in each successive grade, and that a pupil who is forced to leave school at the end of grade six or seven will have learned the words which he is most likely to need in writing.

Standard Scores.—By means of standard errors at the close of each lesson, the pupils and teachers may compare results with those of other grades and with those obtained in the country at large. These standards were taken from the Ashbaugh Scale and from a supplementary study conducted by Doctor Ashbaugh and Doctor Horn to determine the standards for words not included in the original scale. It must be kept in mind that these standard errors are high, being the result of the present unfavorable conditions of the teaching of spelling in the country at large. They are used merely for the purpose of comparison. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word, but this ideal is intensified by the use of the standard errors.

How to Teach the Lesson.—Four points must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Detailed suggestions for teaching the lessons are given in the paragraphs which follow. These suggestions are based upon the investigations reviewed by Doctor Horn in the Eighteenth Yearbook of the National Society for the Study of Education. The method has been tried out thoroughly in public school classrooms, and has proved uniformly successful. Teachers are

urged to follow it as closely as possible. If, however, the teacher prefers another method of study, she may use it. The book may be used with any method.

Getting Started Right.—The first few lessons may well be spent in systematizing class procedure and teaching pupils how to study a spelling lesson. Begin by pointing out the importance of spelling. Give cases, if possible, where people have been discredited because of spelling errors in letters. Discuss with the class how the words in this book were selected, how the standard errors at the close of each lesson were secured, and how the method of study was determined. The pupils may now be introduced to the procedure which will be used in conducting the spelling class, and to the method of study.

Teaching Pupils How to Work.—Many teachers have found the following procedure very satisfactory. Have the pupils open their books at the first lesson for their grade. Explain to them that a great many men have spent much time and money in finding out the best way to learn to spell, and that the method which is to be used is based on what these men have recommended. Have the class read the directions to pupils given on pages xiv-xvi. After the directions have been read, have several pupils summarize them. When you have made sure that the class has the main points clearly in mind, the actual work of habituating the method may be begun. The first few lessons in each term should consist of practice in the method of study. This practice should be continued until you are satisfied that the pupils understand thoroughly how to go about their work. Remember that even though teachers in the preceding grades are using the method, there may be pupils in your grade who are new to the system, as well as some who have forgotten how to study. From the nature of the method, it is easy to detect any child who is not using it. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study, the regular work of learning the lessons may begin.

How the Lessons Should be Taught.—The lessons are planned to be completed in a week. A week's work, therefore,

consists of twenty new words and twenty review words except in grade one, where the week's work consists of ten new words and ten review words. The following schedule is recommended.

Monday.—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the advanced lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used in a sentence. All homonyms should be so used. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than those given in the book. These scores are the results of tests given without such a preliminary exercise in pronunciation.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. It may be written on any sort of paper, the words being written in columns of twenty to correspond to the arrangement of the words in the book. Pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed.

After the words have all been dictated, have the pupils exchange papers for the purpose of correcting. Be sure that each pupil understands that he is marking his neighbor's paper, so that errors which have been made may be corrected. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word correctly the first time, he has not sufficiently learned it.

The words may be corrected on the basis of the teacher's oral

spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an X.

When the papers have been returned to the owners, each pupil should write the correct form of the words which he has misspelled. The words missed on the test will constitute his task for the week.

Tuesday.—On Tuesday the pupils study, each working on his own errors and using the method recommended under directions to pupils. Pupils who made no errors on the test may be excused from this study period, but not from the succeeding test. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupils' study in order to insure that proper methods of learning are used. She may also help to direct the work of those who, having made no errors on the preceding test, have been allowed to undertake some other task. The class should not be tested on this day.

Wednesday.—Test on the new and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in each grade are made up of words taught in the preceding grade, these may well be used for the first month as review lessons. The words may be corrected and the errors recorded as on Monday. Compare the number of errors made on this test with those made on the preceding test. This comparison will show the pupil what progress he has made. The remainder of the period may be spent in studying the words missed on this test.

Thursday.—Study as on Tuesday.

Friday.—Test on the new and on the review lesson, correct the papers as on Monday, and spend the rest of the period studying the errors made on this final test. Compare the number of errors made on this test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check this day's papers in order to have an accurate record of the status

of the pupils at the close of the week's work. Many teachers have found it helpful to keep a chart of progress on the blackboard.

Individual Instruction.—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will learn those words which give him difficulty, and that he will, at the same time, progress at his own rate. With the possible exception of the fact that only the commonly used words are taught, this is the most important provision in the book.

The Spelling Notebook.—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in spelling tests or in other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper study of this material will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies.

The Problem of Interest.—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Third, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fourth, they can see what they are accomplishing. Fifth, these provisions make possible the joy which comes from doing vigorously and thoroughly a clean-cut task that needs to be done. These are the interests which appeal to sensible men and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these wholesome and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's

mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

Tests.—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. It is manifestly unfair to test the efficiency with which a class has worked by dictating words which they have not studied. Since the words in this study are of approximately equal difficulty, tests may readily be made from a sampling of 50 words from the various lessons to be learned during the term. The standards will of course be obtained from the standards at the bottom of the lessons from which the words are chosen. If words are taken from any standard scale only those words should be taken which appear in the assignments for that term.

DIRECTIONS TO PUPILS

Why These Words Should be Studied.—One of the ways by which people judge the writer of a letter is by the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

How to Learn the Words.—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

The second step in learning the lesson is the test. Write each word as plainly as you can and without hesitation. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the purpose of correcting them, be sure to do your work very carefully. If you fail to mark a word wrong that has been misspelled, the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. Mark any word wrong that you cannot easily read; also any word if a letter has been written over or a change made. Remember that the purpose of the test is to find out which words need to be studied. The grades of the pupil whose papers you correct are not affected in any way by your marking.

The Meaning of "The Standard Number of Errors."—The words in this book have been given to a great many children in each grade in a number of cities. In that way it was possible to find out the number of errors which children of each grade ordinarily make. If you will compare the number of errors which you make on the test with the number of errors at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other parts of the country.

How to Learn to Spell a Word.—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

1. The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

2. With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the words, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in

your book, and at the same time say the letters. Spell by syllables.

3. Open your eyes, and look at the word to see whether or not you had it right.

4. Look at the word again, saying the syllables very distinctly. If you did not have the word right on your first trial, say the letters this time as you look sharply at the syllables.

5. Try again with closed eyes to see the word as you spell the syllables in a whisper.

6. Look again at your book to see if you had the word right. Keep trying until you can spell each syllable correctly with closed eyes.

7. When you feel sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book to see whether or not you wrote it correctly.

8. Now write the word three times, covering each trial with your hand before you write the word the next time, so that you cannot copy. If all of these trials are right, you may say that you have learned the word for the present. If you make a single mistake, begin with the first direction and go through each step again.

9. Study each word by this method. Take special pains to attend closely to each step in the method. Hard and careful work is what counts.

Take Pains with Your Spelling in all Writing.—Take pride in having your compositions and letters free from spelling errors. When you are in the slightest doubt as to how to spell a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

Reviews.—"When, after learning a word, you miss it in the monthly review, you should study that word with special care and with the determination not to miss it again. The fact that you miss it on the review lesson probably means that you

will continue to miss it unless you take special pains to learn it thoroughly."

"Words missed on the monthly or yearly reviews are of special significance. It means that they probably have, for the pupils who miss them, some peculiar difficulty. Both the teacher and the pupils must therefore regard the review lessons as a matter requiring a most rigorous attack."

Notebook.—Keep a spelling notebook. Whether your teacher requires it or not, you will find it very much worth while to keep a spelling notebook. In this you should record all words missed on any test or in compositions which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.

SEVENTH GRADE

DIRECTIONS TO SEVENTH GRADE TEACHERS

The minimum lessons for this grade are numbered from 1 to 30 inclusive and contain 600 new words. The supplementary lessons contain 60 new words which are not so commonly used as those in the minimum lessons. As in preceding grades, these supplementary lessons are introduced in order to afford additional work for classes which finish the regular lessons before the end of the year. The lessons marked R-1, R-2, R-3, R-4, are made up of words from the sixth grade lessons which are most frequently misspelled by seventh grade children.

Directions for Teaching.—Read carefully the suggestions on pages vii to xvi. Read also the suggestions to teachers in the first six grades. As in grades four, five and six, the spelling errors found in pupils' compositions should be rigorously corrected.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.

R-1	R-2	R-3	R-4
decided	easily	interested	lose
either	instant	likely	clothe
extended	neither	delivery	missed
favored	mention	doubt	Dr.
hospital	remit	fern	shipped
relative	replying	item	strict
piece	perfectly	loose	choice
queer	purchase	mentioned	maintain
system	surprise	passed	February
telegram	absence	spirit	maybe
Wednesday	circular	supplies	using
ache	graduate	support	ability
believe	instance	toward	nineteen
consist	manager	accept	choose
favorable	receive	addressed	moral
growth	particular	attempt	regarding
indicate	supplied	assured	stayed
lately	tight	biggest	course
limited	cashier	cellar	forenoon
minister	fabric	concern	hello

Standard Number of Errors

VI. 5	VI. 5	VI. 7	VI. 8
VII. 3	VII. 3	VII. 4	VII. 5
VIII. 2	VIII. 2	VIII. 2	VIII. 3

1	2	3
slightly	forgotten	extensive
appeared	represent	quotation
assembly	complaint	seventeen
selected	youngster	effective
struggle	nightgown	interests
supposed	certainly	patent
enrolled	satisfied	comfortable
procured	increased	instructive
followed	selection	improvement
restless	accomplish	considered
internal	doubtless	importance
accounts	entertain	reasonable
contents	advertise	interesting
distance	forwarded	republican
describe	justified	themselves
overalls	published	represented
presents	treasurer	circulation
gathered	connected	subscriber
availing	difficult	appointment
gratitude	described	expression

Standard Number of Errors

VI. 5 VII. 3 VIII. 2	VI. 5 VII. 3 VIII. 2	VI. 5 VII. 3 VIII. 2

4	5	6
attraction	bride	whether
adjustment	awful	anxious
federation	usual	realize
introduction	Prof.	patient
remembered	refer	banquet
introduced	gland	exactly
graduation	decide	nervous
manufacture	error	suggest
connections	madam	expense
educational	salary	society
frightened	broker	article
quotations	copies	library
approached	policy	thereto
entertainment	really	junior
stockholders	actual	opinion
considerable	design	inasmuch
publication	college	arrival
satisfaction	affair	deposit
transportation	pardon	salesman
international	purpose	securing

Standard Number of Errors

VI. 5	VI. 7	VI. 7
VII. 3	VII. 4	VII. 4
VIII. 2	VIII. 2	VIII. 2

7	8	9
favors	exercise	balances
pudding	material	contemplate
uneasy	medicine	handkerchief
accuse	knowledge	neighborhood
discuss	splendid	installed
occur	valuable	surprised
entry	establish	dependent
cartoon	purchased	distribute
studied	argument	apartment
figuring	lovingly	services
motion	carrying	depositors
Bro.	accident	establishing
therein	bicycle	conditions
attach	customer	observation
writers	received	passenger
awaken	situated	requirements
stylish	arriving	destroyed
matron	earliest	possibly
drawer	happiness	underwear
porter	continued	conclusion

Standard Number of Errors

VI. 7 VII. 4 VIII. 2	VI. 7 VII. 4 VIII. 2	VI. 7 VII. 4 VIII. 2

10	11	12
fierce	territory	orchard
freight	character	suggesting
haste	prefer	acquaint
hauled	description	approach
heir	operation	biscuit
niece	commercial	canoe
strength	democrat	bungalow
quote	finally	consumption
source	available	cultivate
brief	accordance	interview
choir	confidence	review
coarse	develop	ruffle
meant	etc.	trolley
mere	fortunate	engage
sense	satisfy	ferry
herein	receiving	thereafter
type	entitled	prospects
based	generally	Pres.
urge	expensive	transactions
grippe	previous	altitude

Standard Number of Errors

VI. 8 VII. 5 VIII. 3	VI. 8 VII. 5 VIII. 3	VI. 8 VII. 5 VIII. 3

13	14	15
evidently	qualities	signature
instructor	substitute	ordinary
literary	compelled	relieve
applicant	formerly	influence
impose	honorable	government
thereof	instrument	investigation
enrollment	politics	series
genuine	choosing	afford
believing	electrical	favorably
constitution	transit	attorney
disposal	authorized	journal
extreme	contemplated	institute
lining	estimated	candidate
personality	identify	merchandise
prosperous	letters	distribution
tatting	mercantile	similar
blizzard	worrying	exhibit
cushion	disgusted	considerably
equally	realizing	renewal
gradually	admission	succeed

Standard Number of Errors

VI. 8 VII. 5 VIII. 3	VI. 8 VII. 5 VIII. 3	VI. 9 VII. 6 VIII. 4

16	17	18
strictly	barely	assistant
studying	engineering	industrial
elsewhere	orchestra	sirup
lading	crocheting	arrangements
impression	illustrated	inquiry
announce	succeeded	auction
development	exclusively	appreciated
explanation	supervisor	principal
sincere	civics	usually
stationery	criticize	circumstances
confer	attitude	variety
jobber	congratulate	presence
transact	electricity	practical
decision	existing	assistance
moisture	prosperity	equipment
administration	talent	registration
employee	appearance	duplicate
excitement	inquiries	particularly
acceptance	planned	absolutely
organize	atbletics	basis

Standard Number of Errors

VI. 9	VI. 10	VI. 10
VII. 6	VII. 7	VII. 7
VIII. 4	VIII. 4	VIII. 4

19	20	21
business	practice	safety
pleasant	beginning	unusual
appreciate	experience	surplus
necessary	acknowledge	typhoid
probably	benefit	coupon
receipt	subscription	disagrèeable
sincerely	awfully	heretofore
opportunity	secretary	welfare
inst.	successful	assurance
proposition	premium	auditor
foreign	magazine	exceptional
institution	association	assignment
examination	certificate	confirm
university	commission	possession
imagine	excellent	attendance
additional	literature	demonstration
alfalfa	annual	assume
terrible	organization	correspond
separate	remittance	good-bye
envelope	arrangement	consequently

Standard Number of Errors

VI. 10	VI. 10	VI. 10
VII. 7	VII. 7	VII. 7
VIII. 4	VIII. 4	VIII. 5

22	23	24
privilege	readily	recommend
guarantee	vicinity	definite
rheumatism	corporation	correspondence
guaranteed	crochet	courtesy
schedule	assigned	judgment
data	ninety	courteous
Latin	sympathy	thoroughly
majority	disease	Chautauqua
suggested	planning	efficiency
control	advisable	approval
established	original	senior
Christian	merely	furniture
operating	practically	regularly
patron	science	contemplating
religious	advertisement	difficulty
altogether	semester	issued
bargain	quantity	profession
engineer	response	allowed
responsible	capacity	examine
situate	catalogue	glorious

Standard Number of Errors

VI. 11	VI. 11	VI. 12
VII. 8	VII. 8	VII. 9
VIII. 5	VIII. 5	VIII. 6

25	26	27
certified	associated	custard
dismissal	timothy	double
develops	accomplished	resign
estimate	tendency	panel
heavily	confirming	pamphlet
horrible	congratulation	familiar
obligate	illustrating	sermon
traffic	meter	hustle
trifle	reliability	janitor
exceed	resource	occupy
finance	examiner	warehouse
overdo	demonstrated	envelop
residence	carnival	preside
camphor	conservatory	scholar
discussion	consultation	museum
galvanized	enormous	methods
interrupt	legislation	patience
intimate	maturity	fundamental
luncheon	nickel	accredited
mattress	manufacturing	continuous

Standard Number of Errors

VI. 11	VI. 11	VI. 12
VII. 8	VII. 8	VII. 8
VIII. 5	VIII. 5	VIII. 5

28	29	30
adapted	buried	rhubarb
almonds	marked	initials
analyze	foliage	confidential
capitol	heading	irrigate
faculty	locally	mutually
formula	luxury	engaged
mutual	medium	Vice Pres.
nursery	quietly	circulars
quoting	rabbits	exercised
salad	razor	childhood
scenery	refers	vegetable
tobacco	reverse	packages
towards	shining	terribly
opera	solid	desirable
urgent	survey	determine
via	turkeys	shortage
visitor	visits	rainfall
widow	vomit	wherever
accompany	wasted	fertilizers
apricot	confess	adequate

Standard Number of Errors

VI. 10	VI. 9	VI. 10
VII 7	VII. 6	VII. 7
VIII. 4	VIII. 3	VIII. 4

S-1	S-2	S-3
items	willow	muscle
honey	gospel	guilty
stormy	wisdom	soldiers
stupid	naughty	handles
negro	slowly	hearty
tailor	expand	helper
sire	arises	somehow
rally	sewed	raisin
toilet	murder	jewels
tower	miner	napkin
unload	holy	dessert
upset	vigor	lessons
utter	lawyer	marble
vice	crown	scatter
vessel	vague	millers
wages	votes	minded
warmly	yacht	roomer
repay	cable	earlier
mercy	create	remarks
whistle	ladder	kindle

Standard Number of Errors

VI. 7 VII. 4 VIII. 2	VI. 7 VII. 4 VIII. 2	VI. 7 VII. 4 VIII. 2

EIGHTH GRADE

DIRECTIONS TO EIGHTH GRADE TEACHERS

The minimum lessons for this grade are numbered from 1 to 25 inclusive, and contain 500 new words. There are in addition 240 supplementary words which are new, but which are not so frequently used as those in the minimum list. The four lessons marked R-1, R-2, R-3, R-4, are made up of those words in the preceding grades which are most frequently missed by eighth grade students. The lesson marked "Special Review," contains the hardest words, of the two thousand most frequently used in correspondence.

In addition, there are four letters which should be given as dictation exercises. These letters contain a large number of words which are very likely to be misspelled, as shown by their frequency of use in correspondence and the percentage of error of eighth grade pupils who attempt to spell them.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.

R-1	R-2	R-3
Chautauqua	planning	separate
schedule	remittance	advisable
guaranteed	probably	awfully
rheumatism	sincerely	disease
privilege	arrangement	sense
efficiency	considerably	familiar
inst.	capacity	merely
judgment	corporation	presence
recommend	usually	receiving
thoroughly	choir	similar
correspondence	inquiry	variety
courteous	renewal	crochet
semester	alfalfa	imagine
practically	basis	organization
opportunity	benefit	successful
literature	catalogue	sympathy
absolutely	excellent	appreciated
receipt	necessary	assigned
definite	quantity	assistant
guarantee	response	pleasant

Standard Number of Errors

VI. 15	VI. 13	VI. 12
VII. 12	VII. 9	VII. 8
VIII. 9	VIII. 6	VIII. 5

R-4	1	2
relieve	convince	reference
surprised	transfer	companies
appreciate	independent	discourage
assistance	investigate	insurance
candidate	wholesale	inclined
certificate	democratic	organized
distribution	employer	ambition
magazine	exception	attractive
principal	confident	credited
readily	advertised	notified
registration	constantly	operated
commission	manufacturer	worried
equipment	sanitary	automatic
exhibit	submitted	accord
nervous	liable	frequently
practical	evidence	management
regularly	concerning	generous
succeed	assuring	involved
uneasy	positive	misunderstanding
duplicate	superior	representation

Standard Number of Errors

VI. 10	VI. 7	VI. 7
VII. 7	VII. 4	VII. 4
VIII. 4	VIII. 2	VIII. 2

3	4	5
invitation	contrary	abstract
celebrate	entertaining	employed
discontinued	examined	register
respectfully	profitable	resident
obligation	registered	vision
occupied	reservation	favorite
application	universal	nephew
accordingly	requirement	regardless
collecting	deliveries	satisfactory
convinced	desiring	serious
destination	conference	Hallowe'en
agriculture	strawberries	pneumonia
fashionable	advancement	appendicitis
combination	decrease	ingredients
resigned	deserved	phosphorus
membership	triumph	telephone
supervision	graduating	temperature
clause	hustling	possibilities
activity	numerous	temptation
impossible	raiser	constructed

Standard Number of Errors

VI. 7	VI. 7	VI. 10
VII. 4	VII. 4	VII. 7
VIII. 2	VIII. 2	VIII. 4

6	7	8
Pullman	librarian	superintendent
cistern	agricultural	occasion
customers	announcement	representative
sight-seeing	completely	possibility
warrant	ballot	all right
acknowledged	coöperative	especially
electric	cordial	committee
borrowers	inferior	immediately
circumstance	preliminary	analysis
opposite	disappointed	bulletin
edition	physical	mortgage
excursion	exceptionally	referred
patronage	annually	referring
professor	exhausted	convenience
restaurant	responsibility	allotment
commencement	algebra	installment
chaperon	executive	advertising
thesis	permanent	administrator
possess	soliciting	straightened
physician	alumni	epidemic

Standard Number of Errors

VI. 12	VI. 12	VI. 13
VII. 8	VII. 9	VII. 10
VIII. 5	VIII. 6	VIII. 7

9	10	11
vary	specially	ambitious
duly	extremely	appreciation
leisure	calendar	communication
acquire	originally	commissioner
agency	official	exhibition
immense	candidacy	mechanical
hastily	extension	specification
various	naturally	consequence
unlock	cordially	disappoint
solicit	customary	remembrance
medical	campaign	authority
license	financial	appreciating
client	associate	interfere
Sabbath	acquainted	sufficient
injure	personally	coöperating
stomach	immediate	relieved
notary	esteemed	coöperation
surgery	executed	anticipate
losing	postscript	preparation
council	convenient	satisfactorily

Standard Number of Errors

VI. 15	VI. 13	VI. 13
VII. 10	VII. 10	VII. 10
VIII. 6	VIII. 7	VIII. 7

12	13	14
individual	bonus	patronize
actually	unusually	probable
merit	disappointment	reverend
fertilize	X-ray	manufactured
necessity	canvass	typewriter
community	enthusiasm	enclosure
bureau	accompanying	illustrate
grateful	tuberculosis	preserve
correspondent	politician	opportune
quantities	anticipating	appetite
thorough	characteristic	bronchitis
compliment	anniversary	discussed
geometry	zephyr	privileged
regretting	peculiarities	courtesies
equipped	assortment	desirous
prior	illustration	promenade
efficient	inducement	strenuous
affectionately	label	kimono
lieutenant	practicing	ultimo
fraternally	amendment	aggravate

Standard Number of Errors

VI. 14	VI. 14	VI. 15
VII. 10	VII. 11	VII. 12
VIII. 7	VIII. 8	VIII. 8

15	16	17
principle	articles	decomposed
professional	bachelor	developing
circuit	benefits	embroidery
acquaintance	infected	employment
scientific	minimum	enjoyable
inconvenience	miserable	immensely
enthusiastic	objection	experiment
recd.	opinions	facilities
assessment	sidewalk	gardening
materially	stopping	inventory
recommendation	tomatoes	irrigation
supplement	treasure	mentioning
confirmation	vineyard	memorandum
occasionally	advantages	measuring
apparatus	asparagus	officials
essential	carpenter	operations
unnecessary	casserole	previously
accommodate	catalogues	proportion
affidavit	comfortably	specimens
definitely	temporary	spineless

Standard Number of Errors

VI. 15	VI. 12	VI. 12
VII. 13	VII. 8	VII. 8
VIII. 9	VIII. 5	VIII. 5

18	19	20
cafeteria	accommodation	nowadays
squirrels	accommodations	steadily
straighten	acknowledging	butter-fat
substantial	acknowledgment	contented
suggestion	advantageous	conveyance
twenty-five	anticipation	scholarship
undertake	communications	coöperate
communicate	financially	cucumbers
complement	incidentally	everywhere
continually	kindergarten	impatient
conveniently	manufacturers	inquiring
unpleasant	preliminaries	missionary
unfortunate	solicitation	organizing
institutions	undoubtedly	positively
progressive	beautifully	sometimes
prospective	presentation	separately
publications	remittances	sediments
gymnasium	unfortunately	rosebushes
memorandums	unexpected	rheumatic
uncomfortable	vice president	correspondents

Standard Number of Errors

VI. 12	VI. 13	VI. 12
VII. 8	VII. 10	VII. 9
VIII. 5	VIII. 7	VIII. 6

21		22	
Ala.	(Alabama)	Md.	(Maryland)
Alaska		Mass.	(Massachusetts)
Ariz.	(Arizona)	Mich.	(Michigan)
Ark.	(Arkansas)	Minn.	(Minnesota)
Cal.	(California)	Miss.	(Mississippi)
Colo.	(Colorado)	Mo.	(Missouri)
Conn.	(Connecticut)	Mont.	(Montana)
Del.	(Delaware)	Nebr.	(Nebraska)
D. C.	(District of Columbia)	Nev.	(Nevada)
		N. H.	(New Hampshire)
Fla.	(Florida)	N. J.	(New Jersey)
Ga.	(Georgia)	N. Mex.	(New Mexico)
Hawaii		N. Y.	(New York)
Idaho		N. C.	(North Carolina)
Ill.	(Illinois)	N. Dak.	(North Dakota)
Ind.	(Indiana)	Ohio	
Iowa		Okla.	(Oklahoma)
Kans.	(Kansas)	Oregon	
Ky.	(Kentucky)	Pa.	(Pennsylvania)
La.	(Louisiana)	R. I.	(Rhode Island)
Me.	(Maine)		

Standard Number of Errors

VI. ( )	VI. ( )
VII. ( )	VII. ( )
VIII. ( )	VIII. ( )

23

S. C. (South Carolina)
S. Dak. (South Dakota)
Tenn. (Tennessee)
Tex. (Texas)
Utah
Vt. (Vermont)
Va. (Virginia)
Wash. (Washington)
W. Va. (West Virginia)
Wis. (Wisconsin)
Wyo. (Wyoming)
Cuba
Philippine Islands
Porto Rico
Co. (Company or County)
Messrs. (Gentlemen)
R.F.D. (Rural Free Delivery)

acct. (account)
Dr. (Doctor or debtor)
Treas. (Treasurer)

24

A. M. (Forenoon)
Agt. (Agent)
Assn. (association)
A1. (First class)

bbl. (barrel)
bbls. (barrels)
bldg. (building)
bu. (bushel)
Capt. (Captain)
C.O.D. (Collect on Delivery)
¢; ct. (cent)
cr. (credit)
cwt. (hundredweight)
doz. (dozen)
gal. (gallon)
ft. (foot or feet)
F.O.B. (Free on Board)
Hon. (Honorable)
i.e. (that is)
N. B. (take notice)

Standard Number of Errors

VI. ( )
VII. ( )
VIII. ( )

VI. ( )
VII. ( )
VIII. ( )

25 Special Review

Jour.	(Journal)
in.	(inch or inches)
mdse.	(merchandise)
ass't	(assistant)
Jr.	(Junior)
Mdlle.	(Mademoiselle)
mfg.	(manufacturing)
oz.	(ounces)
sec'y	(secretary)
pkg.	(package)
pr.	(pair)
pd.	(paid)
P. M.	(afternoon)
mgr.	(manager)
P. S.	(postscript)
pub.	(publisher)
qt.	(quart)
St.	(Saint or street)
Supt.	(superintendent)
viz.	(namely)

Chautauqua	
fraternally	
schedule	
guaranteed	
privilege	
affectionately	
guarantee	
rheumatism	
judgment	
efficiency	
recommend	
referred	
disappoint	
immediately	
referring	
equipped	
grateful	
bulletin	
all right	
mortgage	

Standard Number of Errors

VI. ( )	VI. (16)
VII. ( )	VII. (13)
VIII. ( )	VIII. (10)

S-1	S-2	S-3
descend	postpone	resources
necktie	political	respectable
swallow	elaborate	sentiment
nonsense	exporting	seriously
oatmeal	kidney	suddenly
wireless	locations	tablespoon
afloat	memorial	telegraph
tiresome	muscular	preparatory
horseback	negotiate	commencing
housework	peculiar	warranted
wealthy	unlikely	occupant
scarlet	purposes	performance
whiskers	readiness	physiology
scissors	recognize	bacteria
scramble	remaining	beginner
scribble	resemble	beneficial
sweetness	military	proportions
heaviest	blossoms	intentions
slippers	coloring	accustomed
accepted	chemical	opposition

Standard Number of Errors

VI. 9	VI. 9	VI. 12
VII. 6	VII. 6	VII. 8
VIII. 3	VIII. 3	VIII. 5

S-4	S-5	S-6
attempting	expressing	machines
economize	expressions	honored
carelessness	suggestions	endorsed
stenographer	likelihood	occasional
decoration	manufactures	epistle
particulars	maintained	misspell
grandmother	maintaining	innocent
extravagance	occasions	inferred
firecracker	notwithstanding	matured
exposition	remitting	proffer
partially	sentiments	invested
pleasantly	specialty	logic
congenial	unsettled	audited
carnation	beforehand	academy
gophers	misunderstand	formally
whatsoever	alteration	importing
demonstrate	apologies	masonic
disposition	appreciates	mutilate
embroider	contribution	shelving
prescription	developments	socialist

Standard Number of Errors

VI. 12	VI. 12	VI. 12
VII. 8	VII. 8	VII. 8
VIII. 5	VIII. 5	VIII. 5

S-7	S-8	S-9
tenement	accorded	comment
thereabouts	activities	descriptive
transacted	adjustable	declamation
indigestion	affectionate	deducted
interruption	undershirt	economical
facilitate	appropriate	encouragement
facility	approximately	endeavor
fraternity	cemetery	endeavoring
inaugurate	commodities	expectation
mathematics	comparatively	faculties
reciprocate	critical	feasible
tabernacle	introduce	financing
thermometer	dreadfully	hysterics
vivisection	dividend	ignoramus
affiliated	purchases	inability
appreciative	directories	industrious
indefinitely	disaster	pocketbook
probability	dictionary	representatives
informal	depositing	instructions
dressmaker	depository	sufficiently

Standard Number of Errors

VI. 13	VI. 12	VI. 12
VII. 10	VII. 8	VII. 9
VIII. 7	VIII. 5	VIII. 6

S-10	S-11	S-12
detain	alcohol	exceedingly
deprive	charity	insignificant
exhaust	comedy	wonderfully
whoever	imitate	measurement
expire	invalid	sacrifice
faithful	lovable	sarcastic
frequent	operate	satisfying
happiest	opium	selecting
disgust	remodel	temperance
apology	taxicab	thoughtfulness
homelike	allowing	marriage
hopeful	borrowing	unanswered
intrude	chocolate	undertaking
lantern	promises	willingly
liquor	conductor	population
output	congress	advisability
outrage	decorate	agreement
physic	deposits	celebration
becoming	developed	comparison
discount	discover	emergency

Standard Number of Errors

VI. 9	VI. 10	VI. 12
VII. 6	VII. 7	VII. 9
VIII. 3	VIII. 4	VIII. 6

USE OF THE CONTRACTION

One of the first things to learn in writing letters is that the form and style of the letter must be suited to the message which the letter contains, and to the relationship which exists between the person who sends the letter and the one who is to receive it. The style of business letters must be clear, direct, and dignified. With certain exceptions, as in sales letters, such letters are usually made very impersonal. On the other hand, personal letters are quite properly regarded by many as a sort of conversation in writing. In writing to friends or to relatives one usually desires to be informal. One of the ways of achieving this informality is through the use of colloquial English and contractions. In the past, many teachers of English have cautioned students against the use of contractions in letters; but an examination of the correspondence of writers whose letters are regarded as models shows that most of these authors use contractions very freely. If you will read the letters of Henry Adams, Stevenson, Gray, Henry James, Lamb, Carroll, Walpole, Keats, Emily Dickinson, Thackeray, Dickens, and others, you will see that in writing to friends and members of their families they wrote much as they would have chatted with those to whom the letters were addressed.

In general, then, contractions are to be used only in informal or friendly correspondence. In letters to strangers and in most business correspondence they should be avoided. Perhaps the best guide to the proper use of contractions is to be found in the models of writers who are famous for their personal letters.

can't "You can't be too careful." (Lamb)

don't ". . . for, O, I don't know how long." (Stevenson)

doesn't "He doesn't agree with them all . . . " (Stevenson)

won't "This sort of thing won't do." (H. James)

it's ". . . It's a glorious afternoon . . ." (E. Dickinson)

I'm "I'm three parts through Burns; . . ." (Stevenson)

I'll "I'll try to improve it . . ." (Stevenson)

haven't " . . . I haven't yet had time to give . . ." (H. James)

you'll "You'll never guess; . . ." (Carroll)

isn't "It isn't like gold . . ." (E. Dickinson)

I've "So I've been idle." (Stevenson)

we'll "We'll finish an education sometime . . ." (E. Dickinson)

wouldn't ". . . but Stephen wouldn't allow it . . ." (Stevenson)

didn't ". . . I didn't see him." (Fitzgerald)

I'd "Another shot and I'd have gone to kingdom come." (Stevenson)

you'd ". . . and I beg you'd believe me . . " (Gray)

hadn't ". . . if you hadn't seen her . . ." (H. James)

hasn't "This ought to have made me gay, but it hasn't." (Stevenson)

couldn't "If it were easy to write a play, I couldn't . . . think of it." (H. James)

wasn't "Wasn't it curious?" (Carroll)

DICTATION EXERCISES

The following letters contain a large number of words which occur with relatively high frequency in correspondence, and are quite likely to be misspelled by persons of eighth grade education. They should be dictated in short phrases of three to five words without repetition, pausing after each dictated phrase for the children to write. The rate should be such, however, that the dictation and writing will be completed in the time designated in the note preceding each letter. On the average this will be about one and one-half lines per minute. A little practice will enable the teacher to dictate at this rate without difficulty.

Pupils should be able to write these letters at the given speed without hesitation or error of spelling before they have completed the work of this grade.

LETTER NO. 1

This letter should be dictated in three sections. The first exercise extends to the end of the first paragraph, including the heading and salutation, and should be written in 8 minutes. The second exercise includes the second and third paragraphs and should be written in 9 minutes. The third exercise completes the letter and should be written in 6½ minutes.

Des Moines, Iowa,
June 2, 1920.

DEAR MAMMA,

I suppose you feel that I have been very slow about writing but I haven't had a minute for either letter writing or pleasure the past few days. I took my last test this forenoon—the terrible and much dreaded literature examination. It lasted from ten o'clock until noon, and though it was different from what I had expected I think I got along all right. I probably won't get an excellent grade, for I just had to make a guess at one answer I didn't know, but you can't imagine how happy I am to be all through. To-morrow will be the last day of school and our superintendent is going to let us celebrate with a class party.

Aunt Lucy wants me to stay with her another month, but I am coming home Saturday, for I know I'll be eager to get back to the farm just as soon as we have good weather again. Last Sunday I accepted Edith's invitation to spend the day with her. She lives about thirty miles from Des Moines, and I enjoyed the drive over the country roads. I'm sure I'll never lose my love for the farm.

I must tell you, too, about Edith's brother, a lieutenant who got his commission at the same time John did. He is personally acquainted with John's captain and knew several other men in that company. I was very much interested in his account of his army experiences.

I appreciated the check you enclosed in your last letter, for I needed some money for my new dress. I never realized before this year how much it costs to clothe a girl. I wish you were here to advise me what kind of material to get. I miss your judgment when I try to go shopping alone. Aunt Lucy's lawn dress has given her a great deal of service, and so I think I'll decide on that material for my best summer dress.

Remember me to the boys when you write, and give my love to Grandmother. I do hope her rheumatism is better.

Affectionately,

HELEN.

LETTER NO. 2

This letter should be dictated in two sections. The first exercise extends to the end of the first paragraph, including the heading and salutation and should be written in 12 minutes. The second exercise completes the letter and should be written in 7 minutes.

October 18, 1920.

Iowa Land and Loan Company,
706-712 Commerce Building,
Des Moines, Iowa.

GENTLEMEN,

We take this occasion to acknowledge the receipt of your letter of the 17th inst., and sincerely appreciate the interest which you have shown in our association. We must find a permanent location for our Chautauqua, and believe that we have found lots which will be satisfactory, especially since they are in a really pleasant locality, convenient to the college. Since it will be necessary to investigate this business opportunity immediately, we are referring the matter to a committee and we feel the analysis of the situation will be complete. The committee to which this matter is referred will probably recommend giving a mortgage but quite certainly will receive advice on this point from representative citizens. The money to carry on the investigation is in the First National Bank, the certificate of deposit being in the hands of the treasurer of the association.

If possible the members of the association would like to issue the bulletin which contains the course by the beginning of the season, whether the matter of permanent grounds is thoroughly investigated, or not. Experience has taught us, too, that the bulletins are received with more enthusiasm at an early date.

The truly awful accident of last year in which two people were killed when the tent fell will have its influence on our present campaign for a permanent building.

Kindly give this matter your attention at your earliest convenience.

Respectfully yours,

HENRY JONES.

LETTER NO. 3

This letter should be dictated in two sections. The first exercise extends to the end of the second paragraph and should be written in 7 minutes. The second exercise completes the letter and should be written in 9 minutes.

Minneapolis, Minnesota,
March 26, 1920.

DEAR FATHER,

You can see from the article which I enclose that we did not disappoint our principal, even though it has been impossible to practice during the past week. Under the circumstances it doesn't seem possible that we could have won, but maybe our success was due to having no practice before the game. Some of the teams seemed rather over-trained.

The coach changed me to right forward, although, as you know, I usually play at guard. I suppose there was a doubt in his mind as to whether I could guard the tall forwards on some of the teams.

Our team never played together better. We didn't have so great a variety of plays as some of the other teams, but relied almost entirely upon our short passing game. What I liked especially was that there wasn't a single poor official. One of the officials was the man who spoke last fall on our community health program.

I suppose the team will reach home Saturday night. I am sure that we ought not to stay here later than Saturday noon. The teams were entertained at the various fraternity houses and the men have been very much crowded to make room for us. We certainly appreciate the good treatment we have received from these men and from everyone.

Affectionately, your son,
HARRY.

LETTER NO. 4

This letter should be dictated in two sections. The first exercise extends to the end of the second paragraph, including the heading and the salutation, and should be written in 9 minutes. The second exercise includes the rest of the letter and should be written in 12 minutes. Not more than one exercise should be given in one day.

Newark, New Jersey,
December 3, 1920.

Mr. Frank A. Hardy, Managing Editor,
National Insurance Journal,
Boston, Massachusetts.

My dear Mr. Hardy,

I am glad to make an immediate reply to your inquiry of December 1, regarding Miss Henry's qualifications.

It is now eight years since Miss Henry first took a position with us. She began as mail clerk, working up rapidly through the ranks, until she became private secretary to Mr. Baldwin, President of the Central Insurance Company, in which capacity she has served for four years, becoming an important part of the institution. We have found her always courteous, thoroughly efficient in her work, and absolutely reliable.

She is well equipped for a position on an insurance publication because of her magazine writing, which she has been doing in connection with a course in journalism at the university this year. She has been most successful in this work and hopes to find time to do more of it during the summer term if her schedule will permit. It was only because of her great desire to continue her education that we were willing to accept her resignation, and we knew that this year's work at the university would mean a broader field for her in the future.

I am enclosing a record of Miss Henry's work, on the usual form kept for each employee, showing the approximate progress she made during her eight years with us and her increased value to the company, and I am also sending under separate cover Miss Henry's photograph, as you suggested.

Hoping I may hear from you further if there is any additional information you require, I am

Very sincerely yours,
John Smith.

NINTH GRADE

DIRECTIONS TO NINTH GRADE TEACHERS

The lessons for this grade are numbered from 1 to 35 inclusive and S-1, and contain 380 words which have already appeared in earlier grades, and 340 new words. These 380 words, lessons 1 to 19, are all words of high frequency of social usage, occurring among the first three thousand most frequently used words in written correspondence. They are also words which Doctor Ashbaugh's investigation showed to have a great persistency of error in spelling by pupils of eighth grade standing. They are therefore introduced here again to make assurance doubly sure that they will be learned thoroughly before the pupil ceases to have regular class work in spelling.

Lessons 20 to 24 inclusive contain 100 new words based on correspondence studies alone, while lessons 25 to 34 inclusive contain 200 additional new words found somewhat less frequently in correspondence, but also included in the first 5000 of the Thorndike compilation of reading vocabularies.

Lesson 35 contains 20 new words found to have greatest frequency in minutes of organizations but which had not been included before through their occurrence in correspondence vocabularies. Almost anyone may be called upon to serve as secretary of an organization and thus be responsible for writing the minutes of the meetings.

Lesson S-1 contains 20 words not found in the analysis of letters, but common to the Jones and New Orleans lists of words in children's themes and also appearing in the first 3000 of the Thorndike reading vocabulary.

Directions for Teaching.—Read carefully the suggestions on pages vii to xvi. Read also the directions to teachers in the earlier grades. Rigorous correction of spelling errors found in the pupils' compositions should be maintained.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advanced work. That is, it is made up of a week's work one month old. Since there are no columns marked review as in the previous grades, the first lesson should take column 5 as the advanced list and column 1 as a review list.

The four letters at the end of the eighth grade should be used again and again as dictation tests. The rate of dictation may be slightly increased. Perfection in the spelling of these words should be insisted upon even while writing at a rate which will not permit hesitation or thought.

1	2	3
too	oblige	ordered
item	profit	premium
writer	across	business
following	effect	received
past	volume	together
view	lately	Saturday
truly	receive	customer
ought	o'clock	delivery
usual	whether	recently
doubt	further	terrible
madam	writing	surprise
quote	college	assuring
course	forward	envelope
coming	expense	practice
advise	suggest	enclosing
really	arrange	reference
either	realize	regarding
hoping	shipped	insurance
decide	decided	addressed
assure	freight	automobile

Standard Number of Errors

VII. 5	VII. 5	VII. 5
VIII. 3	VIII. 3	VIII. 3
IX. 2	IX. 2	IX. 2

4	5	6
loose	conference	its
senior	profession	lose
pardon	accordingly	maybe
library	university	refer
opinion	impossible	clothe
patient	concerning	advice
satisfy	publication	annual
capital	proposition	foreign
journal	institution	imagine
allowed	examination	crowd
satisfied	respectfully	etc.
operation	description	agency
exception	requirement	passed
forwarded	contemplating	ninety
furniture	investigation	various
confident	distribution	develop
signature	particularly	pleasant
advertise	registration	forenoon
influence	merchandise	magazine
accordance	preparation	beginning

Standard Number of Errors

VII. 5	VII. 5	VII. 7
VIII. 3	VIII. 3	VIII. 4
IX. 2	IX. 2	IX. 3

7	8	9
hers	science	principal
hasn't	succeed	available
assume	exhibit	practical
patron	nervous	receiving
coupon	readily	equipment
ballot	relieve	assistant
confer	stopped	duplicate
civics	February	surprised
control	entitled	regularly
unusual	official	candidate
algebra	assigned	believing
confirm	sympathy	advertised
genuine	appreciate	assistance
extreme	admission	difficulty
cushion	experience	individual
decision	additional	advertising
executed	successful	appreciated
formerly	acknowledge	enrollment
Christian	certificate	supervisor
assurance	subscription	exceptional

Standard Number of Errors

VII. 7	VII. 7	VII. 7
VIII. 4	VIII. 4	VIII. 4
IX. 3	IX. 3	IX. 3

10	11	12
Dr.	niece	association
vary	based	manufacturing
basis	ninth	administration
choir	aren't	responsibility
sense	safety	disagreeable
inquiry	jobber	agricultural
usually	barely	consequently
variety	talent	appreciating
disease	welfare	demonstration
similar	planned	specification
renewal	employee	electricity
presence	separate	congratulate
original	excellent	exclusively
quantity	original	coöperative
response	orchestra	prosperous
capacity	applicant	appearance
familiar	succeeded	heretofore
actually	associate	excitement
benefit	secretary	correspond
alfalfa	explanation	organization

Standard Number of Errors

VII. 8	VII. 8	VII. 8
VIII. 5	VIII. 5	VIII. 5
IX. 4	IX. 4	IX. 4

13	14	15
merit	extremely	compliment
merely	librarian	absolutely
bureau	exhausted	acquainted
receipt	necessity	personally
occasion	naturally	disappoint
probably	advisable	quantities
coarse	community	regretting
semester	cordially	soliciting
planning	financial	assignment
analysis	immediate	mechanical
mortgage	extension	preliminary
sincerely	essential	consequence
necessary	executive	coöperation
committee	inquiries	corporation
solicit	specially	remittance
good-bye	qualities	opportunity
inferior	customary	possibility
campaign	athletics	arrangement
definite	assessment	appreciation
catalogue	commission	considerably

Standard Number of Errors

VII. 10	VII. 10	VII. 10
VIII. 7	VIII. 7	VIII. 7
IX. 5	IX. 5	IX. 5

(16)	(17)	(18)
inst.	client	prior
bonus	alumni	circuit
losing	immense	grateful
annually	leisure	equipped
calendar	council	judgment
permanent	thorough	referred
principle	courteous	all right
geometry	bulletin	apparatus
efficient	unusually	recommend
sufficient	scientific	candidacy
especially	anticipate	materially
literature	lieutenant	remembrance
attendance	convenient	confirmation
unnecessary	immediately	satisfactory
disappointed	completely	accompanying
announcement	convenience	inconvenience
practically	enthusiastic	recommendation
communication	exceptionally	disappointment
advertisement	acquaintance	representative
correspondent	superintendent	correspondence

Standard Number of Errors

VII. 13	VII. 13	VII. 13
VIII. 10	VIII. 10	VIII. 10
IX. 8	IX. 8	IX. 8

19	20	21
zephyr	navy	midst
grippe	threw	unfit
X-ray	adjoin	hollow
canvass	lesser	monkey
schedule	motive	peanut
referring	pledge	punish
affidavit	resort	tennis
guarantee	timely	unjust
privilege	command	commend
efficiency	contend	declare
rheumatism	discord	mislead
guaranteed	outline	project
Chautauqua	protect	contrast
enthusiasm	disgrace	hardship
definitely	overhaul	peaceful
accommodate	platform	squabble
anniversary	weakness	continent
fraternally	intensive	meanwhile
peculiarities	remainder	fellowship
affectionately	shamefully	everlasting

Standard Number of Errors

VII. 15	VII. 3	VII. 3
VIII. 12	VIII. 2	VIII. 2
IX. 10	IX. 1	IX. 1

22	23	24
woe	scene	gilt
evil	endure	economy
saint	herald	prairie
vital	origin	release
streak	thereby	typical
victim	utterly	infinite
dispute	abundant	nuisance
recital	apparent	commodity
venture	authorize	competent
victory	comparison	existence
village	estimation	liability
petition	splendidly	accumulate
readjust	preference	eventually
scarcity	productive	propaganda
victrola	calculation	statistics
surrender	celebration	succession
uncertain	discontinue	sympathize
percentage	inspiration	tremendous
punishment	legislature	controversy
thoughtful	unanimous	satisfactorily

Standard Number of Errors

VII. 5	VII. 7	VII. 10
VIII. 3	VIII. 4	VIII. 7
IX. 2	IX. 3	IX. 5

25	26	27
dome	cozy	huge
omit	astray	broach
palm	banish	commit
defy	adjourn	chimney
void	diamond	convert
vain	slumber	provoke
album	harness	billing
timid	charter	dealers
weave	results	tickets
faint	depended	dictated
altar	exposure	fountain
laden	requires	overflow
lofty	gardener	amounted
thresh	repeated	students
scorch	attentive	thickness
differ	provision	construct
unwise	obtaining	wholesome
timber	overturn	indicated
bestow	supplying	responding
depart	unanswered	unfinished

Standard Number of Errors

VII. 3	VII. 3	VII. 3
VIII. 2	VIII. 2	VIII. 2
IX. 1	IX. 1	IX. 1

28	29	30
banana	aisle	tenor
grease	fatal	sacred
feeble	assign	convey
America	belief	chosen
perform	mustard	barrier
prosper	currant	rejoice
appeals	deceased	alphabet
imports	conquest	trousers
holidays	sociable	insertion
diploma	classical	completed
compiled	ventilate	cranberry
windmill	impressive	specialist
objected	presumably	respective
withheld	encouraged	recognized
worthless	enterprise	generation
confusion	differently	participate
discharge	desperately	grandparent
listening	delightfully	unreasonable
silverware	establishment	proportionate
considerate	horror	comprehensive

Standard Number of Errors

VII. 3	VII. 7	VII. 7
VIII. 2	VIII. 4	VIII. 4
IX. 1	IX. 3	IX. 3

31	32	33
quest	bawled	esteem
easier	dismal	mystery
scheme	poet	covenant
chisels	majesty	precinct
torture	function	sorority
policies	crescent	brilliant
accustom	disguise	benefited
renewing	especial	disappear
marvelous	proposal	frivolous
discusses	fascinate	prejudice
protection	foreigner	physically
unbearable	affection	repetition
describing	multitude	endeavored
references	deceitful	resolution
interviewed	spiritual	hospitable
subscribers	despondent	liabilities
crestfallen	advisement	photographer
propositions	satisfying	transferring
investigating	conservative	organizations
thoughtfulness	intermission	announcements

Standard Number of Errors

VII. 7	VII. 10	VII. 11
VIII. 4	VIII. 7	VIII. 8
IX. 3	IX. 5	IX. 6

34	35	S-1
plague	dues	enemy
ignorant	minutes	autumn
abeyance	delegate	colony
gymnastic	deciding	harbor
novelties	assessed	savage
noticeably	admitted	excite
prominence	amendment	insect
subsidiary	gathering	reward
philosophy	treasury	violet
anaesthetic	seconded	capture
perceptible	meetings	warrior
conspicuous	adjourned	century
courteously	collected	governor
picturesque	discussion	merchant
accumulation	committees	prisoner
affiliations	unanimously	entrance
inconvenient	adjournment	boundary
artificially	proceedings	eloquent
autobiography	ex-president	temperate
apprenticeship	corresponding	abundance

Standard Number of Errors

VII. 13	VII. 7	VII. 5
VIII. 10	VIII. 4	VIII. 3
IX. 8	IX. 3	IX. 2

SUPPLEMENT WHICH CONTAINS CERTAIN RULES AND DEFINITIONS OFTEN TAUGHT AS A PART OF THE COURSE OF STUDY IN SPELLING

As a part of the course of study in spelling, there is occasionally found a provision for word study and for teaching certain rules and definitions. The following supplement is added as a guide in schools which make such a requirement. Ordinarily such topics as derivation of words, root prefixes, suffixes, homonyms, antonyms, synonyms, and hyphens are taught, either as a part of composition or as a part of dictionary exercises.

The value of teaching spelling rules is still somewhat a matter of controversy, although the weight of experimental evidence seems to indicate that children do not profit from a study of the rules in spelling, as much as they profit from the same amount of time spent in the direct study of the important words covered by these rules. However, since some city and state courses of study require the teaching of the rules, it seems advisable to put the more important rules in this supplement.

An effort has been made to state these rules in the simplest manner possible, within the limits of accuracy. Great care has been taken, also, to tabulate, for each rule, the words frequently used in correspondence, which are exceptions.

The teacher should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather they are to be regarded as supplementary exercises. It is doubtful whether much attention should be given to rules before grade seven.

DERIVATION OF WORDS

Often one word is built up from several words or syllables. The most important part of such a built-up word is called the root, or base. This root or base had an original meaning

which is usually clear, especially in purely English words, as in-side, happi-ness, etc. Many built-up or derivative words are from other languages. A few examples may help to illustrate:

1. international—Latin inter (between) plus nation (nation) plus al (pertaining to)—between nations, pertaining to intercourse between nations.

The root is "nation."

2. extraordinary—Latin extra (on the outside, out of) plus ordinarius (ordinary)—out of the ordinary, unusual.

The root is "ordinar."

3. provide—Latin pro (before) plus vid (to look or see)—to look before or ahead, to look out for in advance.

The root is "vid."

4. convention—Latin con (together) plus ven (to come) plus tion (act of)—act of coming together—meeting.

The root is "ven."

Many roots or bases are taken directly from the English:

1. out-come—act of coming out—that which comes out of something else—result.
2. in-side—inner side or surface.
3. cheer-ful—full of cheer.
4. happi-ness—state of being happy.

In studying these words, you may have noticed that something besides the root or base is needed to make the meaning clear. The other two parts which help to make up words are called prefixes and suffixes. These will be taken up separately.

PREFIXES

A prefix is a word or syllable placed before another word, and so completely joined to it that it changes the meaning of the basic word.

NOTE TO TEACHER:—Have the pupils select in the lessons of your grade, words which have similar prefixes.

As you can see in the list below, the final consonant of a prefix has often been changed to make the pronunciation easier, but does not disappear when added to the stem. Thus, ad-cord became ac-cord, ad-fect became af-fect, etc.

Prefix	Definition	Illustration
ab (abs, a)	from, away	abandon
ad (ac, af, ag, al, an, ap, ar, as, at)	to	accommodate
ante	before	antecedent
circum	about, around	circumstance
com (co, col, con, cor)	with, together	compare, concert
de	from, down, away	desert, debate
dis (dif, de)	apart, not	dislike
ex (e, ef)	out, out of, away from, off, beyond	expect
extra	out of	extraordinary
in (ill, im, ir)	in, into, not, without	inside
inter	among, between, mutually	international
non	not	nonsense
per	through, by, for	perhaps
post	behind, after	postpone
pre	before	prevent
pro	forward, before, instead	provide
re	back, again, against	return
se	aside, apart, without	separate
sub (suc, suf, sug, sup, sur)	under, below, near	subject, succeed
super	over, above, beyond	superintendent
trans (tran, tra)	across, over, beyond, through	transfer, travel

SUFFIXES

A suffix is a syllable or word which is added to the end of another word to change the meaning of the basic word.

NOTE TO TEACHER:—As the suffix is often closely connected with the root of the word, not much stress will be laid on learning suffixes by themselves. A few of the more common ones will be noted.

Suffix	Definition	Illustration
ful	with or full of	cheerful
less	without	careless, doubtless
ness	state of being	happiness
ly	like or like in manner	happily
ment	act, state, a thing that	development
some	act of being	lonesome

HOMONYMS

A homonym is a word pronounced exactly like another, but differing from it in meaning. A few homonyms are spelled in the same way, as "weed," a garment, and "weed," a plant. Only a small group of the more common type will be given here.

NOTE TO TEACHER:—It has been deemed advisable to omit giving an extensive list of homonyms here. You may refer the pupils to the lists of homonyms which occur in the regular spelling lessons of the first five grades. For example, the following lists are among those which contain homonyms:—16 in grade I; 18, 19, 20, in grade II; 12 words in 28 of grade III; 32 in grade IV; etc.

Word	Definition	Sentence
1. flour	a fine meal of ground wheat or other grain	Mother uses flour in baking bread.
flower	a blossom	The rose is a beautiful flower.
2. no	not, not any	I have no work to do.
know	to understand	Do you know your lesson?
3. son	a male child; the male offspring of a parent, father or mother	John is my son.
sun	the heavenly body which produces the light of day	The sun rises in the east.

SYNONYMS

Synonyms are words that have almost the same meaning. If you were to look up the simple words "cut" and "ask" you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly

the same thing, but they express different shades of the same meaning.

Practice Exercises: Find as many synonyms as you can for the following words:

best	effort	imagine	time	pleasure
decide	deceive	dark	form	public

Any lesson in the book may be used for an exercise in discovering synonyms.

ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white; big—little; and open—closed, are so named.

Practice Exercises: Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter

THE HYPHEN

Authorities differ in regard to the use of the hyphen. However, there are two rules which always hold good: (1). The hyphen is used to separate compound adjectives; (2). The hyphen is used to show, at the end of a line, that a word has been divided. (Such a word must be divided between syllables.) In other cases, when you cannot decide whether or not to use a hyphen, consult the dictionary used in your school. It is much less frequently used than formerly.

RULES FOR SPELLING

I. Formation of Possessives

1. The following list is made up of words in the singular number. To form the possessive, add an apostrophe and "s."

horse's head	girl's dress	soldier's uniform	sheep's wool
man's coat	boy's shoes	child's laugh	sister's hat

2. The following list is made up of plural nouns that do not end in "s." To form the possessive, add an apostrophe and "s."

children's clothes	women's praise
men's shirts	gentlemen's plans

3. The following list is made up of plural nouns ending in "s."

To form the possessive, add only an apostrophe.

miles' walk	years' word
girls' clothing	pupils' attention

II. Treatment of the final consonant before a suffix

1. The following list contains words of one syllable. Notice that each word ends in a consonant, and that in every word there is a single short vowel preceding it. In all such words, the final consonant is doubled before adding a suffix beginning with a vowel.

big—bigg(er) (est)
drop—dropp(ed) (ing)
stop—stopp(ed) (ing)
plan—plann(ed) (ing)

2. The following list contains verbs of more than one syllable. Each verb is accented on the last syllable, and ends in a single consonant preceded by a single short vowel. In such verbs, the final consonant is doubled before a suffix beginning with a vowel.

beginn(ing)
referr(ed) (ing)
occurr(ed)
forgott(en)
remitt(ance)

III. Adding suffixes to words ending in "e"

1. A word ending in silent "e" drops the "e" before a vowel, as:

come—coming	appreciate—appreciating
hope—hoping	vote—voting
serve—serving	

2. When a suffix beginning with a consonant is added to a word ending in "e," the "e" is kept.

announce—announce-ment
hope—hope-ful
late—late-ly
care—care-less
lone—lone-some

3. "E" is retained to keep the soft sound of "c" and "g" before "a" and "o" as in notice—notice-able, and advantage—advantage-ous.

Exceptions:

Of the words commonly used in writing letters the following exceptions are to be made:

a. When a suffix beginning with a consonant is added to a word ending in "e":

(1) Only three words drop "e" before adding "ment": judgment, acknowledgment, argument.

(2) Only one word drops "e" before adding "ful": awful.

(3) Only three words drop "e" before adding "ly":

true—truly due—duly whole—wholly

b. When the last syllable of a word ends in "le," "ly" does not make a new syllable, as: probable—probably, possible—possibly, simple—simply.

(When "ly" is added to words ending in "l," both "l's" are retained, as: practical—practically, careful—carefully.)

IV. Treatment of the final "y"

1. To form the plural of a noun ending in "y" preceded by a consonant, change the "y" to "i" and add "es."

lady—ladies
quantity—quantities
quality—qualities

2. When a verb ends in "y" preceded by a consonant, change the "y" to "i" and add "es" to form the third person singular of the verb. To form the past tense of the verb, change the "y" to "i" and add "ed."

fry—fries bury—buried
cry—cries carry—carried

3. When a word ends in "y" preceded by a vowel, form the plural by adding "s."

turkey—turkeys chimney—chimneys valley—valleys

4. When "y" is preceded by a consonant, change it to "i" before a suffix which does not begin with "i," as in business, readily, happiness, etc.

Retain "y" in such words as: hurrying, crying, flying, etc.

V. Treatment and use of the apostrophe

1. Put the apostrophe in the place of the absent letter or letters: aren't, don't, didn't, can't, I'll, etc.

2. Possessives of personal pronouns have no apostrophe, as: its, hers, ours, yours, etc.

VI. Irregular Plurals

Some words ending in "f" or "fe" form their plurals by changing the "f" or "fe" to "v" and adding "es."

half—halves
knife—knives
life—lives
leaf—leaves
calf—calves
wife—wives

VII. Confusion of "ei" and "ie"

NOTE TO TEACHER:—Experimental evidence does not seem to show that this rule is very effective, but if it is taught, the following presentation is recommended.

Whenever "i" and "e" occur together in one syllable, and are pronounced as "ē" or "ĕ," it is always "i" before "e" except after "c" (see). When sounded like "ā" it is always "e" before "i." Some have used the following jingle to help fix the rule:

"i" before "e"
Except after "c"
Or when sounded like "a"
As in neighbor or weigh.

Four of the words most commonly used in writing letters are exceptions to these rules: neither, leisure, foreign, height.